

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Barbara Migrock (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Bernadette School (As it should appear in the official records)

School Mailing Address 80 University Boulevard East (If address is P.O. Box, also include street address)

Silver Spring Maryland 20901-2547 City State Zip Code+4 (9 digits total) Tel. (301) 593-5611 Fax (301) 593-9042

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 15, 2003

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Patricia Weitzel-O'Neal (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington Tel. (301) 853-4518

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mrs. Maria Warner, Chairperson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	24	29	53	7	25	33	58
1	21	35	56	8	17	26	43
2	29	26	55	9			
3	30	27	57	10			
4	28	28	56	11			
5	29	18	47	12			
6	30	28	58	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							483

10. Students receiving special education services: $\frac{14.2\%}{70}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 18 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 7 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 18 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 4 </u>
Paraprofessionals	<u> 4 </u>	<u> 5 </u>
Support staff	<u> 8 </u>	<u> 2 </u>
Total number	<u> 37 </u>	<u> 13 </u>

12. Student-“classroom teacher” ratio: 27: 1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.9%	97.8%	97.3%	97.4%	97.1%
Daily teacher attendance	98.1%	98.1%	97.5%	97.6%	97.6%
Teacher turnover rate	16.6%	12.5%	10.0%	13.8%	03.8%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

St. Bernadette School (SBS) is a Catholic elementary school located in Silver Spring, MD. Founded over a half-century ago, St. Bernadette School is proudly working to meet the individual needs of each student. The school, fully accredited by the Middle States Association, received the Blue Ribbon Schools award in 2001.

The mission of St. Bernadette School is to provide a strong academic and spiritual environment with a focus on individual expression. The school community fosters an atmosphere of peace and joy to stimulate learning and influence positive behavior. Daily teaching of Catholic doctrine supports the school's curriculum and sustains academic growth. The educators at St. Bernadette School believe the attainment of Christian and democratic principles influence the formation of faith and successful societal relationships.

The school aims to educate the child completely, recognizing and nurturing all aspects of development: spiritual, intellectual, personal, social, physical and cultural. St. Bernadette teachers view the philosophy of educating the whole child as a sacred commitment. The recruitment and retention of a multi-talented staff enables the school to achieve its mission each year.

The administrators and teachers at St. Bernadette School recognize parents as the primary educators of their children, and work together with them for the well being of each student. As evidence of their commitment to the education of their children, St. Bernadette parents volunteer in excess of 10,000 hours per year.

Core areas of instruction include religion, language arts, mathematics, science and social studies. Art, technology, music, physical education and Spanish complement the core as special subjects taught at all grade levels. A full range of extracurricular programs is available including band, drama, chorus/choir, sports, Student Council and chess club. Before-and after-school care is available.

St. Bernadette students continually distinguish themselves. Students have placed first in State Math Tournaments and the John Carroll Speech Tournaments. Other students have been finalists in the Maryland State Quiz Bowl and the National Geographic State Competition. Many students have received awards for poetry and short stories. Students of all ages qualify for the Presidential Fitness Award. Students often qualify for high school scholarships and honors programs.

Currently, St. Bernadette School is undergoing a capital improvement project to meet the needs of the school, parish and local community. This project will also ensure handicap accessibility.

Walk through the school halls at St. Bernadette School or visit a classroom, and be inspired by the voices of happy children eager to learn. Grade 1 students are excited to be paired with Grade 8 buddies; Grade 6 students are fascinated by the molecular composition of certain foods; Grade 3 students are acting out characters in a play; and kindergartners are learning paleontology.

The SBS learning experience is effective because of the strengths of its administration and faculty. Continuous evaluation, modification, and change occur inside St. Bernadette's walls. The campus is safe, clean and orderly. Appropriate teaching practices are employed, and continued professional development is emphasized. The school community looks forward to starting a structured inclusion program as it continues to provide a rich learning environment anchored in strong academics and spirituality.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Question 1. Report the school's assessment results

QUESTION 2: USE OF ASSESSMENT DATA

SBS uses assessment to determine and meet the ongoing academic and emotional needs of each student. Through a variety of formal and informal assessments that are reliable, objective, equitable, and pedagogically sound, teachers continually evaluate their students. As an educational tool, it is the belief that proper use of assessment will help students to understand their strengths and weaknesses. Success in the classroom is directly related to assessment. Achievement and a student's self-concept of his/her performance within the classroom are vital to making assessment a valid aspect of instruction.

Teachers view assessment as a means to tailor methods of instruction to meet the individual child's needs. It is through frequent assessment that the teacher identifies needs and strengths that may result in enrichment participation, remedial work, and/or re-teaching of certain core areas. This aligns directly with the SBS's mission statement, and is a guiding force to determine the curriculum

Teachers use the results of the ACRE (Assessment of Catholic Religious Education) to evaluate understanding of religious concepts, attitudes, and character development

The Terra Nova testing is required in Grades 3,5,7. A committee of teachers analyzes these test results. The committee compares the scores of previous years to determine the overall class progress. The analysis of these scores is evaluated for effectiveness of instruction, and/or to determine the needs of a specific class. Resource help and enrichment programs are geared toward these identified needs. The teachers are required to complete an individualized form for each child who scores below the 70th percentile in the total score or in any of the sub-scores. Teachers address any area in which a child is below the 70th percentile in the following year. As of 2002-2003 school year, SBS will administer the Terra Nova Test in Grades 1-8.

The last paragraph of the Mission Statement of St. Bernadette School states: *... We, the faculty of St. Bernadette School, recognize that school evaluation is continuous and based on the degree to which its educational programs meet the needs of the students in the community served by the school.*

QUESTION 3: COMMUNICATION OF STUDENT PERFORMANCE

Assessment procedures and expectations are detailed in the SBS Parent/Student Handbook. The assessment data includes portfolios, criterion-referenced tests, standardized tests, teacher generated tests, homework and exams.

Teachers discuss information about test dates and scheduling with students, and the students write the dates in assignment pads provided by the school. Teachers also post test dates on the school website and/or calendars for Grades 4-8. In Grades 1-3, teachers periodically send test results home in a special folder during the school year. Teachers in all grades review and discuss test and quiz results with students and in conferences with parents.

SBS mails report cards to parents four times a year. A progress report may be distributed a few weeks before a report card to inform parents of their child's academic status. Students have an opportunity to make positive changes before quarterly grades are submitted. Parent/Teacher conferences are held at the end of the first quarter and throughout the year at the request of a teacher or parent.

The principal meets with each teacher to discuss the standardized test results of her class. The administration mails each student's composite sheet to the parent with an explanatory letter. Teachers are

available for phone or one-on-one conferences regarding the information. The principal meets with parents, teachers and students as the need arises.

SBS established a system for recording below-average Terra Nova Test scores in reading, language arts, and math to individualize instruction and promote academic success in Grades 3-8. SBS staff periodically reviews these records to address individual needs and weaknesses.

In accordance with Archdiocesan policy, SBS does not publish school-wide results. The school administration and faculty proudly share individual student achievements with the community through the Thursday folders, *Our Parish Times*, *Catholic Standard* and local newspapers.

The students, parents, and the community have a stake in SBS. The success of the school is their success. To appreciate the school, each member of the school community must be kept informed about the processes, programs, and policies of the school.

QUESTION 4: SHARING SUCCESSES

Sharing successful programs, methods, and policies is not a new process for SBS. For example the school has been on the cutting edge of technology by being the first school in the Archdiocese of Washington to develop the computerized report cards and progress reports, including electronically sending them to the main office for distribution. These programs have been shared with many schools in the area. SBS is in the process of customizing a direct link from grade book to report card that will be beneficial for accuracy as well as efficiency. Again, these ideas will be given freely to surrounding schools.

SBS has been a leader in implementing a comprehensive writing program by taking the recent Archdiocesan writing mandates and expanding them beyond the requirements. This has resulted in several schools requesting to visit the school to observe the language arts teachers in action. In addition, SBS has invited Montgomery County Catholic Schools to attend a writing workshop, *4-Square Writing*, on March 26, 2003. Similarly, SBS took the required Terra Nova testing information to a practical level, enabling the data from the tests to be utilized in evaluating and guiding the curriculum. The methods that SBS have developed are open to any school who wishes to acquire the information.

The principal is a member of the Elementary Schools Principals Association (ESPA). Her attendance at meetings and workshops provides numerous opportunities to discuss St. Bernadette School's successes with peer-school administrators. Teachers also represent St. Bernadette School at professional seminars and workshops to enhance skills and share expertise. For example, teachers have attended *Swap and Share* sessions that have proven valuable for sharing successful programs.

In the future, SBS will continue to implement and evaluate new ideas, and will graciously share its innovative ideas and successful programs for the purpose of *leaving no child behind*.

PART V – CURRICULUM AND INSTRUCTION

QUESTION 1: SAINT BERNADETTE SCHOOL CURRICULUM

SBS uses the Archdiocese of Washington’s revised curricula as guidelines for instruction. The core academic areas are religion, language arts, mathematics, science, and social studies. Art, technology, music, physical education and Spanish complement the core as special subjects taught at all grade levels. All academic areas include oral and written communication.

SBS believes in a strong skills-based curriculum and encourages students to love learning. Recognizing that proficiency in basic skills is the foundation for academic success, SBS recognizes that the main goal of the educational process is to prepare students to take their place as contributing members in society. Therefore, students enter the modern world by gathering, analyzing and communicating information through technology.

The foreign language program at SBS is based on the belief that the best way to learn a language is to communicate in a given language and to appreciate cultures. In Grades K-5, the Spanish language and culture are introduced; lessons include learning about countries through the study of maps, currency, time zones, and traditions, including special holidays and ceremonies. In Grades 6-8, language acquisition is developed through listening, writing and oral presentations.

The language arts curriculum includes writing portfolios and cross-curricular writing in core subjects in all grades. Students master the skill of good writing through exposure to literature. By working on all aspects of the language arts curriculum-reading, writing, listening, and speaking- the students become “insiders” in the way other writers work. They begin to explore the potentials of writing, which leads them to appreciate good literature. (See #2, Part V)

The social studies curriculum follows the standards of the Archdiocese of Washington and Maryland State. The curriculum, tailored to all learning styles, engages participation in many disciplines including current events, history, geography, and civics. Multicultural aspects are brought into individual classrooms as children explore the importance and ethnic makeup of communities in the United States and throughout the world. SBS celebrates Festival Friday, an award-winning event, where different continents/cultures are showcased throughout the year.

The math curriculum is based on *Principles and Standards for School Mathematics, 2000*. Each month, students take a computation skills test consisting of 50 problems which progress from basic math facts to integral equations. Grades K-1 teachers use math centers to allow the students to explore math concepts through the use of manipulatives and /or guided activities. Teachers continue to use age-appropriate manipulatives and visual models until Grade 8. Students who need extra help may receive training in a small math resource group, and advanced students may be assigned to a math class in a higher grade, including an agreement with the local high school to allow certain students to participate in their advanced math classes.

Skills are developed in art through the use of a wide range of media. Cross-curricular and multi-cultural lessons are stressed. Work is exhibited in the school and in the community. In music, all learning styles are addressed through song, dance, improvisation, and playing classroom instruments. Chorus and band performances are scheduled throughout the year.

The SBS curriculum promotes character development and ethical judgment. The use of positive reinforcement helps students identify their strengths and build self-esteem. Religion plays a primary role in fostering values and positive character development.

QUESTION 2: READING CURRICULUM

SBS uses the McGraw-Hill literature-based basal series in Grades K-5. The emphasis of the reading program in these grades is sight word recognition, phonemic awareness and reading comprehension. Word walls are used to strengthen sight word recognition in both reading and writing skills. Phonemic awareness begins in kindergarten with the introduction of letter sounds and rhyming words. Skills are developed as the focus shifts to segmenting and blending of the letter sounds. Main idea, story elements, inference, drawing conclusions, cause and effect are just some of the reading comprehension skills which are introduced in the primary grades. These are continually strengthened through Grade 5. The basal series provides all genres of literature in which these skills are developed and refined.

In Grades 6-8, the McDougall-Little literature series focuses on predicting, analyzing and interpreting literature. Critical thinking skills are developed as students reflect and respond to the literature using an interactive format. In addition to the other genres, students study novels in depth at least two times a year. The Sadlier-Oxford Vocabulary series is also a part of the reading program.

A reading resource program is in place for Grades K-3 and under development for Grades 4-8. This program uses small group-settings and modified curriculum to meet the needs of students who struggle with the language arts curriculum.

The school is aware that reading is the fundamental subject on which all other subjects are built. SBS believes, after careful research and analysis of various reading curricula, that the approach it uses is the best vehicle to provide its students with a quality literary program. In addition, the reading approach is aligned with the SBS Mission Statement of reaching the individual child.

QUESTION 3: SCIENCE CURRICULUM

SBS supports the philosophy that states: "Science is a fundamental part of the educational process." Using the scientific method of solving problems step-by-step, science is taught in all grades. Life, physical and earth sciences are introduced in Grades K-5 by means of "hands-on" activities such as dissecting eggs and lima beans to identify the embryo. Science studies are expanded in Grades 6-8 with greater emphasis on developing skills such as research, experimentation, note and test taking. In addition, each year students listen to guest speakers such as an entomologist and virologist; take field trips; and participate in the Science Olympiad, Chemistry Week, and Earth Day celebrations.

Articulation is successfully achieved through regular curriculum meetings for all science teachers. Two full-time teachers, whose combined years of teaching science, totals 40 years, are responsible for teaching Grades 4-8.

Science integrates all main subject areas into its curriculum. Reading skills are incorporated with emphasis on main ideas, vocabulary, and summarizing. Math skills are applied at all grade levels through graphs, density, models and percentages. Reasoning skills, such as hypothesizing, problem solving, sequencing and investigating are reinforced. Writing skills are stressed in essays, research projects, and short answers. Technology is playing an increasingly important role in the use of the Internet, high-power electric microscopes, video library, and science-related software.

SBS is in the process of planning a new science lab that will be supplied with equipment donated by several science societies and businesses. In addition, money has been allocated to hire an aide to assist with the science program. SBS has invited a variety of programs to the school each year to enhance the science curriculum. The most recent programs include *Reptile Man*, *Discovery Channel*, and *Animal Kingdom*. In accordance with the school's mission, SBS recognizes individual differences and different styles of learning by providing various methods and programs to encourage success in science.

QUESTION 4: DIFFERENT INSTRUCTIONAL METHODS

SBS administrators and faculty research educational trends, teaching methods, and issues relevant to the school community on an ongoing basis. Teachers attend workshops and classes to stay current with the ever-changing educational field. This has led to an interest in such techniques as peer mentoring, team-teaching, inter- and intra- grade programming, multiple intelligences, and development of critical thinking.

It is the goal of SBS to instruct each individual child according to his/her ability. To this end, teachers use an assortment of teaching styles that include alternative assessments, oral presentations, hands-on projects, writing across the curriculum, and cross-curricular lessons. Audio-visual teaching, such as incorporating the classroom computers into lessons, is integrated within the different subject areas. To meet the needs of all the students, small classroom instruction is available in both math and reading in Grades K-8.

Journal writing provides the tools for teachers to discover student opinion and modes of thinking. Cooperative learning strategies provide the means for positive peer interaction, as well as an opportunity for teachers to evaluate by observation. Individualized student-teacher conferences facilitate assessment of student attitudes as well as the level and depth of student thinking. Immediate feedback enables the teacher to correct erroneous concepts and to guide the student to proper solutions. These informal exchanges have the added benefit of fostering positive student-teacher relationships.

SBS provides extracurricular instruction to enhance and complement the curriculum. After-school instruction includes *Great Books*, Math Club, Drama Club, Band, Chorus, Hands-on Science, and Chess Club. The purpose for SBS engaging the students in a variety of educational and fun-filled activities is to accommodate all of the different learning styles, and make it possible to include all students in the learning process.

QUESTION 5: PROFESSIONAL DEVELOPMENT PROGRAM

Professional development has brought cutting edge, pedagogical ideas to the focus of an experienced faculty. The faculty regularly evaluates trends against existing procedures to determine the most appropriate strategies for the SBS student body. Student achievement and success are directly related to teacher professional development. Student assessment determines weaknesses in the curriculum and identifies educational needs. This targets specific areas of training necessary for teachers and aides.

SBS fortifies the professional community by devoting time in formal and informal meetings each month, including two early dismissal days for faculty meetings, departmental or level meetings, and teacher in-service. Meetings are also held each Monday after school. This time is for reflection on current practices and student performance. In addition, faculty, staff and administration attend at least two professional development seminars annually outside the school. Teachers readily share information from seminars and workshops, and frequently lead on-site training sessions. After staff assessments, the administration determines if additional training is necessary.

As a result of strong professional development and careful analysis, areas of the SBS curriculum have been implemented or revised. For example, over four years ago, teachers recognized the need to modify the primary grade curriculum. After extensive professional training on learning modules and teaching techniques, the teachers made appropriate changes. Working together, teachers evaluated one another as the modules became part of their weekly lesson plans. These teachers have continued training in this field of learning, and they continue to modify the program as the need arises.

The school reviews the Middle States Accreditation and the Blue Ribbon School nominating process to evaluate needed areas of improvement. The SBS faculty and staff share a collective responsibility for educating the whole child by utilizing a philosophy of moral authority in keeping with the SBS mission statement.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test Terra Nova

Edition/publication year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?

None

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	72.5	76.1	77.8	72.7	72.9
Number of students tested	44	50	50	44	50
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Reading Comprehension	73.4	74.7	72.0	73.8	70.9
2. Math Computation	73.0	77.9	74.3	71.2	78.7
3. Language Mechanics	73.8	73.6	67.2	70.1	64.3
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 5

Test Terra Nova

Edition/publication year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?
None

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	68.0	68.1	63.4	71.1	72.1
Number of students tested	52	52	49	51	48
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Reading Comprehension	71.1	70.2	63.4	71.4	70.7
2. Math Computation	62.5	65.7	68.7	74.6	73.5
3. Language Mechanics	60.1	63.6	54.5	66.9	63.1
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 3

Test Terra Nova

Edition/publication year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?
None

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	71.9	71.8	68.0	67.2	65.3
Number of students tested	51	49	50	48	49
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Reading Comprehension	71.4	68.4	67.9	70.7	67.2
2. Math Computation	64.0	71.8	67.6	60.9	60.2
3. Language Mechanics	71.3	71.0	65.4	60.4	65.6
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					